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Procedia - Social and Behavioral Sciences 116 (2014) 3573 – 3581

Procedia
Social and Behavioral Sciences5th World Conference on Educational Sciences - WCES 2013

The investigation of health education in the activities of social studies in compliance and preparatory studies

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Abstract

Health education is a well-established and continuously science as humanity. Foundations of health education as in other areas of an individual are taking, especially at primary level. Beginning of the new compulsory education system in Turkey, primary education has brought compliance and preparatory process. From a variety of information related to health education activities in compliance and preparatory process in Social Studies found. However, this information is sufficient and whether it is included in a balanced way in terms of the health education is an important point. This information supports Social Studies or does not support the transition process and what to give to the students are among the main problems. In this context, study aims to describe the status of the existing health education activities in compliance and preparatory process in Social Studies. All kinds of information about the student's mind to be configured to health in the future will be based on the Social Studies course. The data will be analyzed using the method of study Information Network Technique. Therefore, firstly in the fields of Social Studies preparatory process will be determined health information. Then, the compliance and preparatory process adaptation will be related to health information network. The findings of this Knowledge Network will be compared with the first Class of Social Studies Information Network. This study by presenting the current state of knowledge about health education in the process of adaptation of whether or not the basic tips will give you the next stage of Social Studies.

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Selection and/or peer-review under responsibility of Academic World Education and Research Center.

Keywords: Compliance and preparatory Studies, Social Studies, Information Network Technique, Health Education

1. Introduction

The 1st grade has an important place in the life of a child. The efficiency of knowledge and skills provided in this period, where the foundations of the personality of the child are laid, is in direct proportion to the quality of the education provided and thus, the quality of the activities (MEB, 2012).

The orientation and preparatory process contains 12-week activities for students that reach 66 months by means of the 4+4+4 education system raising compulsory education to 12 years. The activities of the orientation and preparatory process in the new system constitute a transition from pre-school to the first grade. In the new program there are activities for children such as games they will enjoy, music, sound perception, drawing, coloring, and writing perception. An effort is made to make children acquire daily-life skills by way of these activities.

The activities prepared have three basic aims:

- To facilitate the orientation of new-beginners to primary school, friends, teacher, and educational activities.
- To form a basis for reading and writing activities through preliminary works for the first grade courses.

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- To discuss the acquisitions in the courses of Social Studies, Mathematics, Visual Arts, Music, Games and Physical Activities to a certain extent (adaptation book of the Ministry of National Education).

Social Studies may be defined as the bonding process based on proving natural and social reality and dynamic information obtained at the end of this process. At this point it is possible to say that the scope of the social studies course is a resultant of fields such as nature, social sciences, art, thoughts and values (Sönmez, 2005, 5). It is aimed at student orientation to their class and school through the activities within the scope of the social studies course during the orientation period and student acquisition of skills such as recognizing themselves, their friends, and school, learning the class and school rules, self-care, knowing our values, and daily life as well as skills such as having the students gain the desire for doing research and learning new things (MEB, 2012). In this sense it is observed that there are subjects regarding health among the activities of social studies. Many definitions are made regarding concept of health but in 1947 the World Health Organization defined health as “*A complete general well-being in physical, mental, and social aspects with having no diseases and disabilities*” (<http://www.who.int/>). With this definition the scope of health was extended and many dimensions such as mental, psychological, and sociological ones along with physical ones were also added (Doğan, 2006).

Health education is expressed as training applications performed “*to have the individuals and society adopt and apply necessary precautions for a healthy life, have them familiarize to use the health services offered, to persuade people to improve their health and environments, have them make joint decisions and direct them to take actions*” (http://www.who.int/topics/health_education/en/) (Alkan et al, 2005).

Health education must be provided within a framework of a certain plan and program. Within health education it is necessary to teach the student how to make decisions, help them establish their self-respects, and equip them with creativity to grasp future opportunities. In this context, according to Yarham (1994) eight content areas may be specified in a school health training program and in order to form a balanced program for students it is necessary to illustrate the content area of each item. The following examples are provided for these content areas:

- 1- The Whole Human Health: It contains basic health knowledge and skills regarding the student's growth, development, and his/her body's functional aspects.
- 2- Health Responsibility: It contains activities that will help students have responsibility and controlling power on his/her health and the health of society, so these students with conscious preferences will be able to determine their health and lifestyles in the future.
- 3- Social health: It covers everything that will help students facilitate human relations, discover and understand their own feelings, attitudes, and values and other people's feelings, attitudes, and values around them.
- 4- Safety health: It contains the activities that will help students own a safe living space for themselves and for the people around them and understand the results of risky behavior.
- 5- Environmental health: It contains actions that will help students use the orientation strength needed to change themselves and their environments in the meaning of establishing a valid relation with living space.
- 6- Nutritional health: It contains activities that will help students make valid preferences between foods and understand the factors affecting these preferences.
- 7- Drugs and addiction: It contains activities that will help students recognize the elements that oblige them to misuse the medication and determine the reasons for them purchasing medication.
- 8- Consumer health: It covers actions that will help students specify and distinguish the relation between the services of health, goods (commodities), and the consumer services (Yarham, 1994).

Eight content areas in an exemplary health education program denoted above form the basis for research and are used in illustrating the program framework of health education. The aim of the study is to describe the current state of health education in the activities of social studies during the orientation and preparatory process in the first grade of primary education. Answers to the following questions are sought in line with this aim:

1. Is the knowledge on health education within the activities of social studies sufficient and balanced?
2. Does this knowledge support the transition to Social Studies process that is the next phase?

2. Method

In the study the document review method was utilized. The basic aim in the document review is to analyze written sources that contain information on phenomenon or phenomena that are aimed to be researched (Yıldırım and Şimşek, 2006). Within the scope of the study 45 activities of Social Studies in the orientation and preparatory process in the first grade of primary education were examined. These activities were examined in 8 content areas such as the whole human health, environmental health, health responsibility, safety health, nutritional health, consumer health, social health, drugs and addiction within the health training (Yarham, 1994). Within this scope the activities of social studies were examined during the orientation and preparatory process and the information on health training was detected. First, this information was tabulated (Table 1) and then this information was transformed into visual material by utilizing the Information Network Method used by Özgür (2004) and Pelitoğlu (2006) in their studies. The prepared activities of Information Network were compared with the Information Network of Social Studies of the first grade prepared in the same manner.

3. Findings

The distribution of examined activities regarding the areas of health education is provided in Table 1.

Table 1. Information analysis table within the activities of social studies

ACTIVITY NO	NAME OF ACTIVITY	The Whole Human Health	Environmental Health	Health Responsibility	Safety Health	Nutritional Health	Consumer Health	Social Health	Drugs and Addiction
1	HURRAY! WE STARTED SCHOOL							The start of school	
2	WHAT IS IN MY BAG?							Playing with friends at school, Sharing	
3	WE ARE MAKING PUPPETS	Cleaning	Puppet Materials					Puppet Speech, Rule, School, Puppet Speech with student groups.	
4	MIRROR GAME	Gets to know him/herself by being aware of his/her physical characteristics						Examine her/himself in the mirror with the group, highlight the differences, Similarities.	
5	MY TOY AND I	Development of a sense of trust						Giving information about the toys to the group, toy-sharing, to entrust the toy.	
6	GUESS WHO I AM	Recognition by touching, Gets to know him/herself by being aware of his/her physical characteristics						Questions to get to know a friend	
7	WHILST PLAYING GAMES							Rules in the game, Winning-losing game, Wait in queue, Join the game, Toys	

								collection, Sharing.	
8	WHAT IS IT CALLED							Communication skills, To communicate, Magic words	
9	LET'S JOIN HANDS							Let's join Hands, Sharing, Aid, To be happy in the classroom, To decide together, Democracy.	
10	COLORFUL IS STARTING SCHOOL	To express their likes and dislikes behaviors							
11	WE ARE TOGETHER							Something to share with friends, play game	
12	THE RULES OF OUR CLASS			Promising abide to the rules , signature, fingerprint,				Voting of class rules, making presentations, Talking to convince, being a good listener, Preparing a list of rules.	
13	WEIRD ANIMALS		Forest, Animals living in the forest						
14	CUT AND MAKE WORKS		Requirements of animals, Help to the animals, Animals need water	Animal Rights, Care of animals					
15	LET'S BE CLEAN	Tooth brushing, soaping, washing		Folding clothes					
16	I CLEAN WITH A SPONGE	Bath with sponge, cleaning with sponge							
17	WE ARE DINING	Supporting self-care skills, toothbrush / soap / towels to use		Tray / plate / fork / spoon to get, queue up, to leave the table properly, table editing with the real materials.		Things to do before- during-after eating, Eating, , fork / spoon to use			
18	MY HEALTHY FOOD LIST					The four- stage food pyramid, energizing foods, fruits and vegetables contain vitamins, minerals, proteins, sugars, fats, dairy products, healthy			

						eating, balanced nutrition, healthy food list building, breakfast, lunch, dinner, the most popular food			
19	FRUIT SALAD					Fruit salad			
20	WHAT DO I FEEL?	The sense of touch, Rough feel walking down the street							
21	THE TREASURE IN MY SACK	Smell, sight, importance of the senses, sense of touch							
22	THE 29 TH OF OCTOBER							Atatürk's picture preparation	
23	WE ARE CELEBRATING THE 29 TH OF OCTOBER							29 TH Of October Celebration , Celebrated with feasts	
24	ATATURK							Atatürk, The life of Atatürk	
25	TAKE A WALK WITH BUTTERFLIES	Empathy	Walking in the garden, Insect into a butterfly , Garden tour					Listening rules, Be next to each other	
26	OCTOBER, 29 POEM							Turkish flag, Poetry reading	
27	MY FAMILY							Family members, Together with those of the family	
28	WORK SHARING			To the division of labor in the family, To help, the task, to give importance to cleanliness					
29	LET'S SOLVE OUR PROBLEM							Problem-solving methods, the conflict environment, reconciliation environment, positive problem-solving methods, compromise	
30	ATATURK WITH PHOTOS	Empathy, feel people emotions in the photograph						The life of Atatürk , group study, to the division of labor	
31	STONE	Create a fairy-tale , empathy						Sharing with parents the stone tale	
32	WE CAN MAKE	Be patient ill		Problem	Carefully			Solution	Drug-

	MISTAKES	with a cold, hurt of knee, loss of blood, cry		solving, solutions	cross the road to pass, collision, fall to the floor, broken bottle of medicine			suggestions to share with friends	making, pharmacy, doctor, prescription
33	MY RIGHT AND LEFT				Objects that you can set to the right or to the left				
34	FOUR SEASONS	Dressing according to the season	Properties of the seasons, spring, summer, autumn, winter					Work distribution	
35	FOUR SEASONS IN A YEAR	Dressing according to the season	Spring, summer, autumn, winter, sun, yellowed leaf, flower, snowflake, season changes in the surrounding area, season, liking.						
36	WHAT COLORS REMIND ME		Garden tours, close environment, observation, relationships with colors and objects, , nature colors,						
37	WHAT IS YOUR OPINION?		Contamination of the class	Be in agreement with, shilly- shally , to be opposed, cleaning is done by the teacher,			The new one to be broken toy		
38	GUESS MY FEELING	Feelings, to express thoughts, to express emotion, sad face, empathy							
39	WHAT IS HAPPENING TO MY BODY?	Different feelings, emotions can make changes in the body, flushing, sweating, increased heart rate, changes in facial expressions, body changes						To take offense to the game, stay late for class	
40	THE EXPRESSION ON MY FACE	Facial expression, to describe the feeling, being happy.							
41	WHO FEELS	Different human faces,							

	WHAT?	the faces emotions, to feel emotion, empathy							
42	THE TRANSFORMATION OF THE FROG	Keep a diary, have fun, enjoyment, be curious, being funny, be patient, be excited, suspense, worry, not to believe one's eyes, be happy, interesting finding	To observe in nature, frog change	Scientific research process					
43	WHAT IS IN MY BASKET		Collect healthy fruits from the garden.			Healthy fruits			
44	I ALSO HAVE AN OPINION	Facial expressions, be in agreement with, becoming unstable, being opposed	littering the ground	Participate in the solution of the problem, responsibility, the correct way to find a solution, vision enhancement technique, find solutions to solve the problem, excitation			Leaving the toilet water, scratch the top of the table	Kicking, blocking.	
45	GAMES OF OUR ELDERS							Adults play games when they were little, Games to lead	

As is observed in the table above, there is various information on 8 content areas determined for this study for the purposes of health and health education within the scope of 45 activities during orientation and preparatory process in the field of social studies. Although the information on health training in the process is generally centered on the social health area, it is also represented in other areas at the least. This is an expected situation when the training process of the child moving from individualization to socialization is considered.

With regards to social health, generally there is information on the school and the rules that are necessary to be obeyed at school, playing games, sharing, communication, cooperation, democracy Atatürk and his life, October 29 Republic Day, the Turkish flag, family, work distribution, problem solving methods, and leadership (activities numbered 1-9, 11-12, 22-27, 29-32, 34, 40, 44, 45) (Table 1). When the Program Information Network of Social Studies of the first grade was examined, the school and the rules that are necessary to be obeyed at school were placed in the content but any information on games was not encountered. Social skills such as sharing, cooperation, establishment of communication, and noticing similar and different aspects of his/her friends appear in both programs. Although there is no clear information on Atatürk and his life, the Republic, national holidays, Turkish flag, and democracy in the program of social studies in the first grade, activities regarding these subjects in the book of social studies are observed.

Generally, physical features, hygiene, becoming aware of the senses, becoming aware of feelings/thoughts, self-care skills, developing empathy, being sick, dressing according to seasons, the changes caused by senses in the body, facial expressions appear in activities informing on a wholly healthy person (activities numbered 3-6, 10, 15-17, 20, 21, 25, 30-32, 34, 35, 38-42, 44). In the Social Studies program as regards to the physical features there is information such as recognizing physical features and thinking positively, self-care skills, noticing the role of sense

organs in knowing the environment, becoming aware of feelings and expressing them. This situation may facilitate the transition of orientation process to acquisitions of Social Studies.

In the activities informing on environmental health it is observed that generally recycling, forests, animal rights and their needs, nature excursions and observations, seasons, and the changes observed in environment in seasons, and environmental pollution are emphasized (activities numbered 3, 13, 14, 25, 34-37, 42, 44). In the Social Studies program there is information on assuming responsibility to keep the environment clean and protect it, changes in life forms in seasonal changes. In this way it may be said that environmental health is emphasized more within the orientation process.

During the orientation and preparatory process as regards to the health responsibility, the subjects such as forming and obeying the class rules, making promises, animal rights, gaining self-care skills, table manners, work distribution in the family, offering solutions to problems, assuming responsibility on the subjects of health, performing scientific research process draw attention (Activities 12, 14-17, 28, 32, 37, 42, 44). In the Social Studies program of the first grade no information on forming class courses and obeying them, animal rights, work distribution in the family, offering solutions to problems, and performing scientific research process are encountered. Self-care skills, table manners, and rules of good manners and partly the subjects of assuming responsibility in health issues appear in Social Studies program.

As regards to safety health, in the 32nd activity there is a story, in which walking across the street carefully, crashing, falling down, and the broken medication bottle is narrated. In the 33rd activity placing the objects correctly to the right and left side is narrated. In the Social Studies program there are safety health subjects such as going to and returning from school, preferring safe places while crossing the street and obeying safety rules at home and school.

In the 17th -19th activities the things to be done before, during, and after the meal, manner of eating, healthy and balanced nutrition, four-stage food guide pyramid and fruits are mentioned. As regards to nutritional health, in the Social Studies program there is information on the things to be done before and after the meal, but there is no clear information on balanced and healthy nutrition.

As regards to consumer health, in the 37th activity the actions such as the necessity of purchasing a new one for the broken toy in terms of being economic, leaving the water running in the toilet, scribbling over the table are placed. In Social Studies the subject of conscious consumption of the sources at school is expressed. In general sense, the subject of being economic does not catch attention in the Social Studies program.

As regards to medication and addiction in the 32nd activity the concepts of taking medication, pharmacy, doctor, and prescription are mentioned but in Social Studies in order to be healthy the necessity of being vaccinated is mentioned (Table 1).

4. Conclusion and recommendations

It may be said that generally the information on health training during the orientation and preparatory process has the preparatory characteristic for the health education information in the Social Studies, which is the next phase. It is observed that there is information with an emphasis on social health and then information on a wholly healthy person. There is information on eight content areas in the Social Studies program of the first grade. This inclination in the orientation and preparatory process is an expected natural situation.

It is thought that part of the information on health education in the orientation and preparatory process will result in learning barriers such as concept failures in students. For example in the 18th activity there is missing or faulty information on nutritional health in the four-stage food guide pyramid. Also, the subject of healthy fruits may result in wrong structuring in students' minds.

Similarly, it will be proper to conduct this study in comparison with the pre-school program and other activities within the orientation process.

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